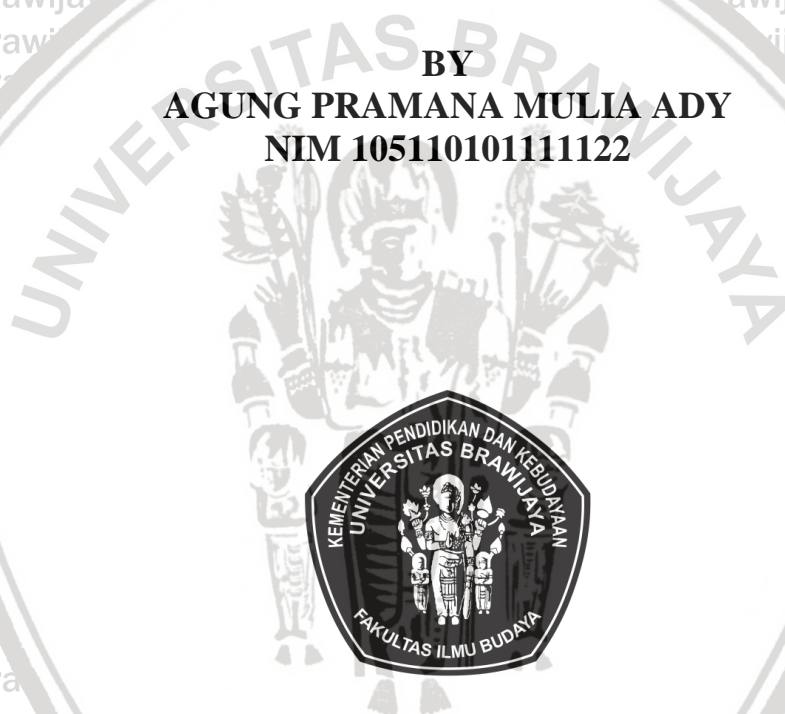


**POLITENESS STRATEGIES IN TEXT MESSAGES WRITTEN
BY ENGLISH DEPARTMENT STUDENTS TO LECTURERS**

THESIS

**BY
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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGE AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2014**

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ENGLISH DEPARTMENT STUDENTS TO LECTURERS**

THESIS

Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Sastra*

BY
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2014

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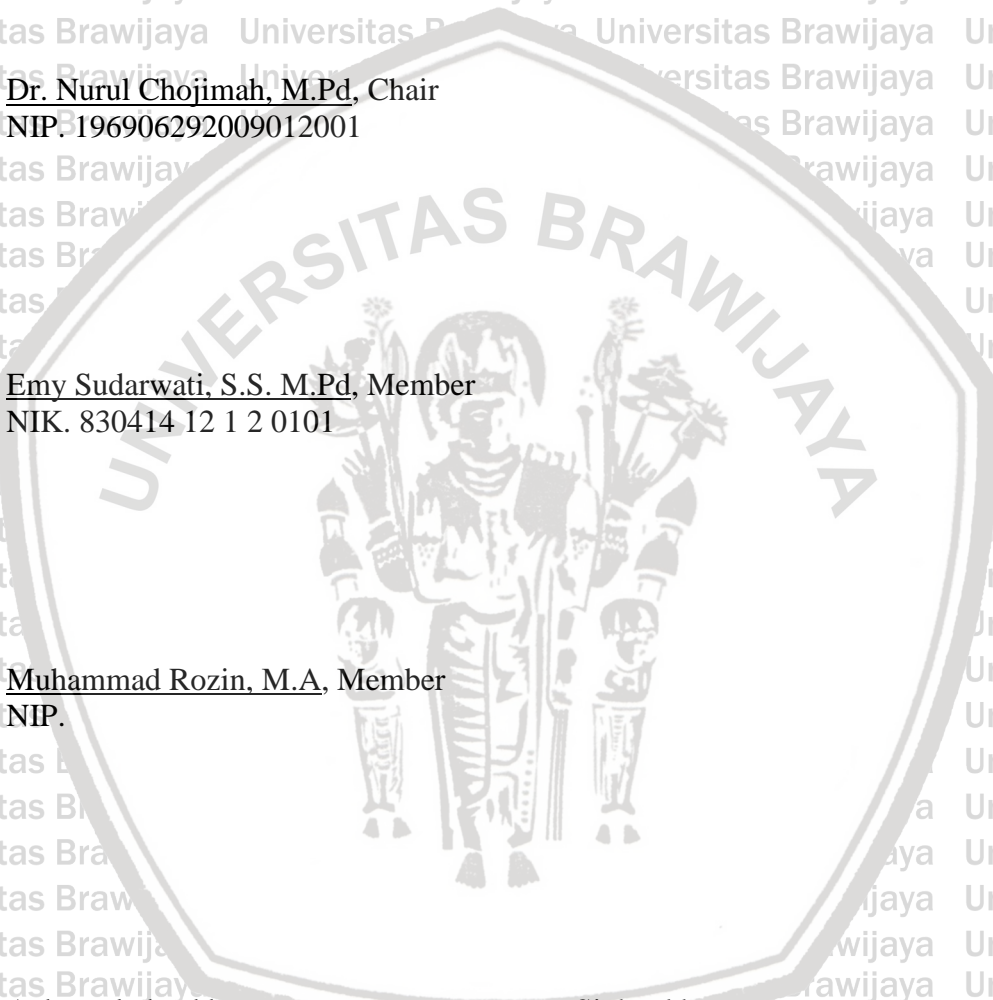
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ABSTRACT

Pramana Mulia Ady, Agung, 2014. **Politeness Strategies in Text Messages Written by English Department Students to Lecturers**. Study Program of English, Universitas Brawijaya. Supervisor: Nurul Chojimah; Co-Supervisor: Muhammad Rozin

Keywords: Face-threatening acts, Politeness strategies, Positive politeness, Negative politeness, Short message services.

Face-threatening acts are acts which in some way threaten the 'face' or self-esteem of another person. People think that all communication acts are potentially threatening. Actually, whether the act is threatening depends not so much on the intent of the speaker but on the interpretation and perception of the listener. This study investigates about Face Threatening Act and politeness strategies in text messages sent from advisees to their advisors in English Department. The study is aimed to be the reference to student as advisees English Department in order to be more polite and to pay more attention the politeness strategies when sending the text messages to their lecturers as advisors for asking about address, requesting to meet their advisors, asking about schedule, and so on.

This study used a qualitative approach. The data of this study were the text messages from advisees to advisors which contained FTA and politeness strategies. In collecting the data, the writer used grouping and coding. In data analysis, the writer group the text messages from advisors based on the source data. Then, the codes to the data according to the text messages from advisors. The coding process is as follows, naming, Message 1, Message 2.

This study shows that there are two FTAs performed by advisees: requesting and reminding. Those FTAs are softened by one positive politeness strategies: offer and two negative politeness strategies: hedging, and giving deference

In conclusion, after analyzing the data from text message performed by advisees, the writer founds two FTAs from eight text messages. They are requesting, reminding, suggesting, offering. And then, the writer found one positive politeness strategies: offer in one text messages. In this case advisees offer to advisors for accept advisee's proposal. Next the writer found two negative politeness strategies: hedging and giving deference in seven text messages. In this case, the advisees who used negative politeness especially give deference usually mention name of the advisors, and mention of honorifics of their advisors after greeting. The writer also suggests that other studies about FTAs and Politeness strategies should be done to improve the result and the finding of the previous studies and it is better done in other genre.

ABSTRAK

Pramana Mulia Ady, Agung. 2014. **Strategi Kesantunan di Pesan Singkat yang Ditulis oleh Jurusan Sastra Inggris kepada Dosen**. Program Studi Bahasa Inggris, Universitas Brawijaya. Pembimbing I: Nurul Chojimah, Pembimbing II: Muhammad Rozin

Kata kunci : Aksi yang menyinggung muka, Strategi kesantunan, Kesantunan positif, Kesantunan negatif, Layanan pesan singkat.

Aksi yang menyinggung muka kesantunan adalah tindakan yang dalam beberapa cara menyinggung 'muka' atau harga diri orang lain. Banyak yang berpikir bahwa semua tindakan komunikasi berpotensi mengancam. Sebenarnya, tindakan menyinggung itu tidak tergantung pada banyaknya yang dimaksud si pembicara melainkan pada interpretasi dan persepsi pendengar. Penelitian ini mencari tahu tentang tindakan menyinggung dan strategi kesantunan di dalam pesan yang dikirimkan oleh mahasiswa sebagai bimbingan kepada dosen sebagai pembimbing. Penelitian ini bertujuan untuk dijadikan referensi bagi mahasiswa Sastra Inggris supaya lebih sopan dan lebih memperhatikan strategi kesantunan ketika mengirimkan pesan kepada dosen sebagai pembimbing mereka untuk menanyakan alamat pembimbing mereka, untuk meminta bertemu dengan pembimbingnya, untuk menanyakan jadwal pembimbingnya dan lain-lain.

Penelitian ini menggunakan pendekatan kualitatif. Data dari penelitian ini adalah pesan teks dari bimbingan ke pembimbing yang berisi FTA dan strategi kesantunan dalam kalimat pesan teks. Dalam pengumpulan data, penulis menggunakan pengelompokan dan coding. Dalam analisis data, penulis mengelompokkan data pesan teks dari pembimbing. Memberikan kode terhadap data sesuai dengan pesan teks dari pembimbing. Proses pengkodean adalah sebagai berikut, penamaan, pesan 1, pesan 2.

Penelitian menunjukkan bahwa ada empat FTA yang dilakukan oleh bimbingan: meminta, mengingatkan, menyarankan, menawarkan. FTA dihaluskan oleh salah satu strategi kesantunan positif: penawaran dan dua strategi kesantunan negatif: lindung nilai, dan memberikan rasa hormat.

Sebagai kesimpulan, setelah menganalisis data dari pesan teks yang dilakukan oleh bimbingan, penulis mendirikan dua FTA dari delapan pesan teks. Kemudian, penulis menemukan satu strategi kesantunan positif: penawaran dalam satu pesan teks. Dalam hal ini advisees menawarkan untuk penasihat untuk menerima usulan bimbingan. Selanjutnya penulis menemukan dua kesantunan negatif: lindung nilai dan memberikan rasa hormat dalam tujuh pesan teks. Dalam hal ini, bimbingan yang menggunakan kesantunan negatif terutama yang memberikan penghormatan biasanya menyebutkan nama pembimbingnya, dan menyebutkan honorifics pembimbing mereka setelah salam. Penulis juga menyarankan bahwa penelitian lain tentang FTA dan strategi Kesantunan harus dilakukan untuk meningkatkan hasil dan temuan dari studi sebelumnya dan itu lebih baik dilakukan dalam genre lainnya.

ACKNOWLEDGEMENTS

All praise is to Allah SWT for blessing the writer to finish this thesis as the requirement for *Sarjana Sastra (S.S)* in Faculty of Culture Studies Universitas Brawijaya successfully. I also deliver my gratitude to my prophet Muhammad SAW who becomes my leader in life. In Addition, my gratitude goes to my beloved parents who always take care of and keep praying for me all day long.

I also express my gratitude for the guidance and advice during the process of finishing this thesis to my both supervisors Dr. Nurul Chojimah, M.Pd , and Muhammad Rozin, M.A. I also thank my examiner Emy Sudarwati, S.S., M.Pd who had evaluated and given suggestions for the improvement of this thesis.

Besides, there are many people having supported me in completing this thesis. I thank to all my friends who support me and lecturers as advisors, and all of you who always encourage me. I could not pass all of these processes without your support. Thank you very much for all administrative and library staff of Faculty of Cultural Studies Universitas Brawijaya, for the help, facility, and all the things related to the completion of this thesis. Finally, I say thank you very much.

Malang

The writer



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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problems of the study, objectives of the study, and the definition of key terms.

1.1 Background of the Study

Pragmatics focuses on what is not explicitly stated and on how we interpret utterances in situational contexts. They are concerned not so much with the sense of what is said as with its force, that is, with what is communicated by the manner and style of an utterance (Geoffrey Finch, Linguistic Terms and Concepts. Palgrave Macmillan, 2000). Particularly, Politeness has become one of the main theme in recent pragmatic research. the phenomenon is reflected in a variety of approaches to the delimitation of the notion and to manifestations of politeness in different types of discourse. Politeness has been studied on the basis of common conversation and text discourse. And then this thesis are concerned with FTA(Face Threatening Act) and politeness strategies as concept in pragmatics and with application of theoritical model to text messages that used advisees. This study is inspired by phenomenon that happens around, where lecturers as advisors in English department usually accept the text message from their students as advisees. Then, there are many students sending the text messages with impolite attitude, sometimes. So, the purpose of this study to

students as advisees English Department in order to be more polite and to pay more attention the politeness strategies when sending the text messages to their lecturers as advisors for asking about address, requesting to meet their advisors, asking about schedule, and so on. And then the question of what the role of FTA and politeness strategies play in this type of discourse. In this case, the writer will analyze by using qualitative method.

The writer uses the theory of politeness by Brown, which represents the main theoretical framework for qualitative pragmatic analysis. In this part the writer is explaining about politeness, Face Threatening Act and politeness strategies. Politeness itself in adjective is polite that mean showing behaviour that is respectful and considerate to other people, and within attribute is relating to people who regard themselves as more cultured and refined than others: the picture outraged polite society (*The Concise Oxford English Dictionary*(2004)). In one sense, all politeness can be viewed as deviation from maximally efficient communication; as violations (in some sense) of Grice's (1975) conversational maxims (see cooperative principle). To perform an act other than in the most clear and efficient manner possible is to implicate some degree of politeness on the part of the speaker. To request another to open a window by saying "It's warm in here" is to perform the request politely because one did not use the most efficient means possible for performing this act (i.e., "Open the window").

Then, the politeness theory has some kinds, one of them is Face Threatening Act. Face-threatening acts are acts which in some way threaten the 'face' or self-esteem of another person. Some people think that all communicative acts are potentially threatening. In fact, the potential does exist to threaten 'face'

with every act of communication. Whether the act is actually a threat depends not so much on the intention of the speaker but on the perception of the listener. FTA theory also differentiate between acts that threaten negative face and those that threaten positive face. Negative face has acts, such as orders, suggestions, reminders, and dare or warnings. Then, positive face also has acts, such as criticism, challenges, expression of violent, bringing bad news, irreverence, raising of dangerously. And then strategies for doing FTA are on record (without redressive action, badly, with redressive action (positive politeness, negative politeness), and off record.

Next, we can minimize the FTA by using the politeness strategies. Politeness strategies itself are used to formulate messages and utterance in order to save the hearer's face when face-threatening acts are inevitable or desired. Then politeness strategies are distinction between positive politeness, and negative politeness. Positive politeness has such strategies as, notice attend to H (his interests, wants, needs, goods), exaggerate (interest approval, sympathy with H), intensify interest to H, used in-group identity markers, seek agreement, avoid disagreement, presuppose/raise/assert common ground, jokes, assert or presuppose S's knowledge of and concern for H's wants, offer, promise, be optimistic, include both S and H in the activity, give (or ask for) reasons, assume or assert reciprocity, give gifts to H (goods, sympathy, understanding, cooperation). And then in negative politeness also has strategies such as, be conventionally indirect, question, hedge, be pessimistic, minimize imposition, give difference, apologize, impersonalize S and H, State the FTA as general rule, nominalize, go on record as incurring debt, or as not indebted H.

The phenomenon of politeness strategies can be encountered in any context of conversation. Text messages as the subjects of this study serves in which the politeness strategies occur. And then, text messages written by English department students to lecturers is the interesting subject to be analyzed.

Especially, student as advisees and lecturer as advisors. Advisees are those who gets guidance from advisors in completing their thesis while advisors are the lecturers guiding advisees and giving the advice to finishing the student's thesis.

In this study, theoretically along with the previous study done by Ima Khalimatus Sa'diyah is expected to enrich the study of linguistics, especially the study of politeness strategies. Practically, it can be useful for students and language researchers particular those concerned about FTA (Face Threatening Act), and politeness strategies at various language levels. Next, study has relation to the research done by Mukarromah (2002). Her research describes politeness strategies used by male and female broadcasters of Andalus FM. While, in this study, the writer focuses on one kinds of FTAs and kinds of politeness strategies in text messages sent from advisees of their advisors English department in University of Brawijaya.

Based on the description above, the study on "Face Threatening Act and politeness strategies in text messages written by English department students to lecturers" is significant to be conducted. By conducting this study, the writer has the intention to give knowledge and on how students send message to lecturer, especially the message sent by advisees to advisors. Therefore, the writer expects this study to be beneficial for several parties. For the writer it is expected that this study can improve his knowledge in analyzing Face Threatening Act and

Politeness Strategies in text messages used by advisees to advisors. For the English Department of Brawijaya University, the finding of the study is expected to be a good model for students on things dealing with the strategies used interaction on teacher to students, especially in sending text messages must agree by paying attention to the strategies.

1.2 Problems of the Study

Based on the background of the study, the writer is interested in finding out the answers to the questions:

1. What FTAs are found in text message from advisees to advisors?
2. What politeness strategies are found in text messages from advisees to advisors?

1.3 Objectives of the Study

In line with the problems of the study, the objectives of the study are also specified into two objectives as follows:

1. To find out FTA in text message from advisees to advisors.
2. To find out politeness strategies in text message from advisees to advisors.

1.4 Definition of Key Terms.

It is important to define some words that become the key terms of this study since they hold an important role in understanding this study. Thus, based on some related literature on this study, the writer could provide definitions of key terms.

1. **Face-threatening acts:** A face threatening act is an act that inherently damages the face of the addressee or the speaker by acting in opposition to the wants and desires of the other.
2. **Politeness strategies:** it is used to formulate messages in order to save the hearer's face when face-threatening acts are inevitable or desired
3. **Positive politeness:** it is a redress directed to the addressee's positive face, his desire that his wants should be thought of as desirable.
4. **Negative politeness:** it is intended to avoid giving offense by showing deference. These strategies include questioning, hedging, and presenting disagreements as opinions.
5. **Short Message Services:** it is also often referred to as texting, sending text messages or text messaging. The service allows for short text messages to be sent from one cell phone to another cell phone or from the Web to another cell phone.
6. **Advisors:** in this thesis, the lecturers who guide advisees and give the advice to finishing the student's thesis as advisees.

7. **Advisees:** in this thesis someone who get guidance from advisors during the process of writing.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter focuses on the theories and information that concern on politeness to the present study. They include politeness, Face Threatening Act, on record strategy, without redressive action, baldly, with redressive action, positive politeness, negative politeness, off record strategies, and previous studies on politeness strategies.

2.1 Politeness

Politeness is the first topic that is discussed in the review of literature since this topic is the main idea of this research. Furthermore, this topic can be considered as a new phenomenon of language study. "Politeness is one of the constraints of human interaction, whose purpose is to consider other's feelings, establish levels of mutual comfort, and promote rapport." (Hill et al:1986: 282).

Politeness is an aspect of pragmatics in that its use in language is determined by an external context. This external context is the context of communication, which is determined by the social status of the participants: politeness is a system used by the speaker in order to keep up to the addressee's expectations. "We are told that the determiners of the need to use politeness strategies are three: distance, power, and imposition. Imposition covers every action (by this we also mean

speech acts) which threatens the addressee's autonomy and freedom of action and usually is conveyed in the form of an order; power is evaluated in terms of numerous factors such as position in society and age distance implies the evaluation of the other's place in the world, degree of familiarity and/or solidarity towards the addressee", (Grundy 1995: 135). The universal goal of politeness is to avoid or mitigate Face-Threatening Acts.

2.2 Face and FTA(Face-threatening acts)

Face is term drawn from Goffman. Mills (2003: 58) cited Goffman says that face is to describe the self-image which the speaker or hearer would like to maintained in the interaction (Goffman, 1967.1999/1967). Then he adds based on Brown and Levinson's statement that face is something that is emotionally invested, and that can be lost or enhanced and must be constantly attended to in interaction. So, Brown and Levinson use the concept of face to explain politeness. To them, politeness is universal, resulting from people's face needs positive face is the desire to be liked, appreciated, approved, etc, negative face is the desire not to be imposed upon, intruded, or otherwise put upon.

Face-threatening acts are acts which in some way threaten the 'face' or self-esteem of another person. People think that all communication acts are potentially threatening. Actually, the act is threat depends not so much on the intent of the speaker but on the interpretation and perception of the listener. A face threatening act is an act that inherently damages the face of the addressee or the speaker by acting in opposition to the wants and desires of the other (Brown, Penelope and Stephen C. Levinson. 1987). Some of these are unavoidable at times

so our expertise at being able to protect someone else's 'face' (and our own) while, at the same time, accomplishing our task is a useful skill. Care must be taken when we brush up against others communicatively. We must be aware of how a single word, phrase or even a look can be misinterpreted.

Brown and Levinson (1987) explain FTA can be done in strategies as seen in the following schema:

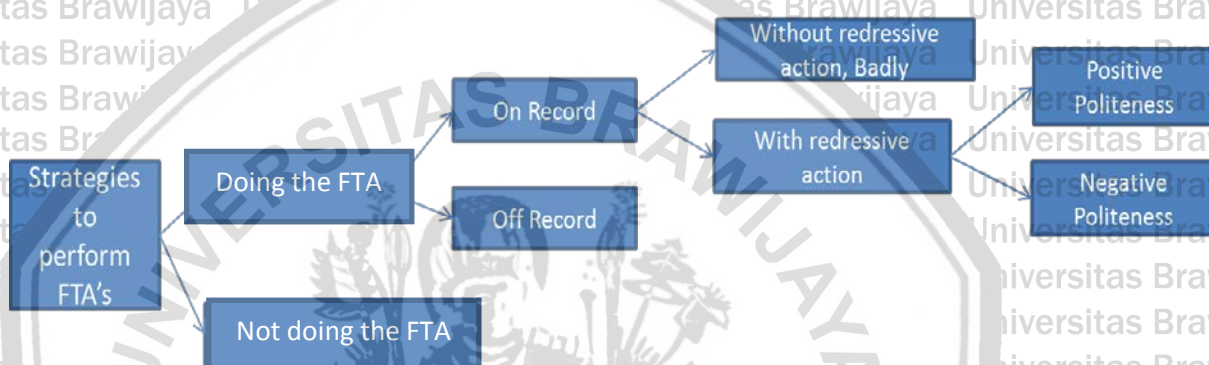


Fig.2.1 Strategies for doing FTAs (Brown and Levinson, 1987, p.69)

- On the record: unambiguously and with a certain directness, it is clear what the actor intends.
- Off the record- ambiguously and with certain indirectness, the actor cannot be held to a particular intent.
- Baldly, without redress- clearly, unambiguously and in the most direct manner (e.g. Do X!).
- With redress- to give face and counteract potential face damage.

2.2.1 On record strategy.

On record strategy is an unambiguously and with a certain directness, it is clear what the actor intends. By going on record, a speaker can potentially get any of the following advantages: someone can get public pleasure against the addressee, someone can get credit for honesty, someone can avoid the danger of being misunderstood, and someone can have chance to pay back in face whatever he/she potentially takes away by the FTA.

2.2.1.1 Without redressive action, baldly

Baldly, without redress involves doing it in the most direct, unambiguous, clear and short way possible for example, for a request, saying “Do X!”. In the bald on record strategy, the speaker does nothing to minimize threats to the hearer’s face. The prime reason for its usage is that whenever a speaker (S) wants to do the FTA with maximum efficiency more than he wants to satisfy the hearer’s (H’s) face, even to any degree, he will chose bald on record strategy (Brown, 1987: 95). There are, however, different kinds of bald on record usage in different circumstances, because S can have different motives for his want to do the FTA with maximum efficiency.

2.2.1.2 With redressive action

Redressive action means action that gives face to the addressees. So if a person goes on record with redressive action, it means that he/she expresses an utterance while trying to counteract a possible face damage of the hearer. This way, the person uses politeness to soften the FTA. Such redressive action

takes one of two forms, depending on which aspect of face (negative and positive) is being stressed.

2.2.1.2.1 Positive Politeness

The positive politeness strategy is usually seen in groups of friends, or where people in the given social situation know each other fairly well (Foley, 1997). In addition to hedging and attempts to avoid conflict, some strategies of positive politeness include statements of friendship, solidarity, compliments (Brown, 1987). It usually tries to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected (minimize the FTA). The only feature that distinguishes positive politeness compensation from normal everyday intimate language behavior is an element of exaggeration. And then redress directed to the addressee's positive face, his desire that his wants should be thought of as desirable.

There are fifteen sub-strategies that are used in positive politeness strategies: Notice attend to H (his interests, wants, needs, goods), exaggerate (interest approval, sympathy with H), intensify interest to H, used in-group identity markers, seek agreement, avoid disagreement, presuppose/raise/assert common ground, jokes, assert or presuppose S's knowledge of and concern for H's wants, offer, promise, be optimistic, include both S and H in the activity, give (or ask for) reasons, assume or assert reciprocity, give gifts to H (goods, sympathy, understanding, cooperation).

✓ **Strategy 1: Noticed, attend to H**

In general, this output suggests that S should looking of aspects of H's condition. Example used as FTA redress include, in English:

- Goodness, you cut your!...By the way, I came to borrow some flour.
- What a beautiful vase this is! Where did it come from?

✓ **Strategy 2: Exaggerate**

This is often done with exaggerate intonation, stress, and other aspects of prosodics, as well as with intensifying modifiers. Examples:

- What a fantastic garden you have!
- Yes, isn't it just ghastly the way it always seems to rain just when you've hung your laundry out!

✓ **Strategy 3: Intensify interest to H**

This is another way for S to communicate to H that S shares some of his wants is to intensify the interest of his own (S's) contributions to the conversation, by making good story. Example:

- I come down the stairs, and what do you think I see? a huge mess all over place, the phone's off the hook and clothes are scattered all over...

✓ Strategy 4 :Use in- group identity makers

Using any of the innumerable ways to convey in- group membership:

address forms, language or dialect, jargon or slang and ellipses

Examples:

- “Honey, can you give me the beer?”
- “Hey brother, what’s going on?”
- “How about a drink?”

✓ Strategy 5: seek disagreement

S seeks ways in which it is possible to agree with H.

Examples:

- “I hate this politicians, they know nothing about the small citizen, they earn....”
- “She had an accident last week.
- “Oh my good, an accident!”

✓ Strategies 6: Avoid disagreement

The desire to agree or appear to agree with H leads also to mechanisms for pretending to agree: white lies and hedges.

Examples:

- “Have you got friends?-I have friends. So- called friends. I had friends. Let it put me this way.”

- “It’s really beautiful in a way.”

✓ **Strategy. 7 Presuppose/ raise/ assert common ground**

The value of S’s spending time and effort on being with H, as a mark of friendship or interest in him, by talking for a while about unrelated topics.

Examples:

- “Isn’t it a beautiful day?”
- And she says to Jim, ‘I love you!’, and he says...

“How are you?”

✓ **Strategy 8: Joke**

Jokes are based on commonly shared background knowledge and values.

Jokes may be used to stress that shared background or those shared values.

Examples:

- OK if I tackle those cookies now?
- How about lending me this old heap of junk? (H’s new Cadillac)

✓ **Strategy 9: Assert or presuppose S's knowledge of and concern for**

H's wants

Assert or imply knowledge of H's wants and willingness to fit one's own wants in with them.

Examples:

- "Look, I know you want me to be good in mathematics, so shouldn't I do my homework now." (instead of cleaning my room)

✓ **Strategy 10: Offer and promise**

Offer and promise can indicate that S and H are cooperators. However, S may choose to stress his cooperation with H by claiming that whatever H wants, S wants for him and will help him to obtain.

For example,

- "Do you need some helps?"

✓ **Strategy 11: Be optimistic**

S assume that H wants for S or for H and S, and will help him to obtain them. For Example:

- "You'll lend me your apartment-key for the weekend, I hope".

Strategy 12: Include both S and H in the activity

In order to stress the cooperativeness between S and H, an inclusive "we" form can be used. For instance:

- S: Let's have a cookie, then.

H: Let's get on with dinner, eh?

- S: Let's stop for a bite. (S wants a bite, so he says "Let's stop")

- S: Give us a break

✓ **Strategy 13: Give (or ask for) reasons**

Another way of indicating that S and H are cooperators is by including H in the activity, for S to give reasons as to why he wants.

For example,

- "Why don't we go to mall?",
- "Why not lend me your cottage for the weekend?"
- "Why don't I help you with the suitcase?"

✓ **Strategy 14: Assume or assert reciprocity**

S and H may claimed or urged by giving evidence of reciprocal rights or obligations obtaining between S and H.

For Example:

- "Yesterday I 've washed the dishes, so today it's your turn!"

2.2.2 Negative Politeness

Negative politeness is defined as “a redressive action addressed to the addressee’s negative face: his want to have his freedom of action unobstructed and his attention unrestricted” (Brown and Levinson, 1987). Negative politeness strategy recognizes the hearer’s face, but it also recognizes that the speaker is in some way forcing on them. Some of the sub-strategies of negative politeness are be conventionally indirect, question, hedge, be pessimistic, minimize imposition, give difference, apologize, impersonalize S and H, State the FTA as general rule, nominalize, go on record as incurring debt, or as not indebting H. So politeness in Western cultures is always considered with negative politeness behavior.

✓ Strategy 1: Be conventionally indirect

This strategy a speaker is faced with opposing tension, the desire to give H an out by being indirect, and the desire to go on record. In Example:

- Can you please pass the salt?

✓ Strategy 2: Question, hedge

This strategy is particle, word, phrase that modifies the degree of membership of a predicate or noun phrase in a set, it says of that membership that it is partial, or that it is more true and complete than perhaps might be expected.

For examples:

- You are *quite* right

- *I rather think it's hopeless*

✓ **Strategy 3: Be pessimistic**

This strategy gives redress to H's negative face by explicitly expressing doubt that the conditions for the appropriateness of S's speech act obtain. For examples:

- Could you do X?
- Could you jump over that five foot fence? (thought it might function as a dare)

✓ **Strategy 4: Minimize the imposition**

The strategy is used to minimize one's own action or goods to the addressee.

For example,

- "Could I borrow your pen just for a minute?"

✓ **Strategy 5: Give deference**

There are two sides to the coin in the realization of deference which has double side nature; the first is the raising of the other, and the second is lowering of one self as clearly shown in honorific systems. By honorific, we can understand direct grammatical encoding of social status between participants or between participants and person or thing referred to in the communication event.

For example:

- “Excuse me, Sir, could you show me the way to the bank?”
- “Excuse me, can you show me the way to the bank?”

✓ **Strategy 6: Apologize**

By apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on H's negative face and thereby/there fore redress that impingement partially. It is one way to partially satisfy H's negative face demand by indicating that S is aware of them and taking them into account in his decision to communicate the FTA. There are, at least, four ways to communicate regret or reluctant to do the FTA:

a. Admit the impingement

S can simply admit that he is impinging on H's face, with expression like “I hope this isn't going to bother you too much” or “I'm sure you must be very busy, both.....”, or “I know this is a bore, but please listen to it once more”.

b. Indicate reluctance

S can attempt to show that he is reluctant to impinge on H with the use of hedges or by the expression such as,

- “I don't want to bother you, but please tell her to call me tonight”.

✓ **Strategy 7: Impersonalize S and H**

It is one of negative-politeness strategies that avoid the use of the “I” and “you” pronouns. This strategy aims at making generalization of S and H. it is stressed by the use of performative verb, imperative, impersonal verb, passive voice, etc. For example,

- “OK class, pay attention to this picture”.

✓ **Strategy 8: State the FTA as a general rule**

To dissociate S and H from the particular imposition in the FTA (S doesn't want to impinge H, but is merely forced to by circumstances), it can be generalized as a social rule/regulation/obligation.

For Examples:

- “Passengers will please refrain from smoking in this room”
- “The committee requests the President...”
- “We don't sit on tables, we sit on chairs, XY”

✓ **Strategy 9: Normalize**

The important thing in nominalizing the subject of the utterance is to make utterance more formal.

For example,

- “I'm surprised that you failed to replay”.

✓ **Strategy 10: Go on record as incurring a debt, or as not indebteding H**

S can redress an FTA by explicitly claiming his indebtedness to H, or by disclaiming any indebtedness of H.

For Examples:

- “I’ll never be able to repay you if..”
- “I could easily do this for you- no problem!”

2.2.2 Off record

This strategy uses indirect language and removes the speaker from the potential to be imposing. S has the opportunity to evade responsibility by claiming that H’s interpretation of the utterance as a face-threatening act is wrong (Brown.1987). For example, a speaker using the indirect strategy might merely say “wow, it’s getting cold in here” insinuating that it would be nice if the listener would get up and turn up the thermostat without directly asking the listener to do so. We can do it off-record and leave it up the addressee to decide how to interpret it. Some sub-strategies of off-record are, giving hints, giving association clues, presupposing, understating, overstating, tautologies, contradictions, being ironic, using metaphors, using rhetorical questions, being ambiguous, being vague, over-generalizing, displacing hearers, being incomplete, using ellipsis. Off record are some strategies of off record:

2.2.2.1 Inviting Conversational Implicatures

If speaker does the FTA indirectly, he must give H some hopes that H picks up and interprets what S really means to say. In conversational implicature, context is mostly needed to interpret the real meaning of off record utterances.

This class covers some strategies, such as:

1.1 Violate relevance maxim (breaking the maxim of relevance/be relevant), it is stressed by some strategies below:

a. Giving hints

If S says something that is not explicitly relevant, so he invites H to search for interpretation of the possible relevance, this considers as a violation of relevance maxim. Giving a hint means raising the issue of act A by stating reason for doing act A. For instance, "This soup is a bit bland" (means to pass the salt)

b. Giving association clues

This strategy is provided by mentioning something associated with the act required of H, precedent in S-H's experience and mutual knowledge irrespective of their interactional experience. Euphemism for taboo topic is also derived from this kind of implicature. For example, "Are you going to market tomorrow? There is a market tomorrow, I suppose" (means to give him a ride to the market).

c. Presupposing

This strategy provides that the utterance might be almost relevant in context.

For instance, “I washed the car again today”, in this matter S presuppose that he has done it before, so he implicates a criticism by using again to make it relevant with the prior event.

2.2.2.2 Violation of quantity maxim (breaking the maxim of quantity/be informative), it is stressed by some strategies below:

a. Understating

Understatement is a way of generating implicature by saying not informatively. Usually it uses predicate that describes the lower actual state of affair. For instance, “It’s not half bad” (means that S thinks it’s surprisingly good)

b. Overstating

Overstatement is the opposite of understatement. It usually uses predicate that describes the higher actual state of affair. In this case, the implicature often lies far beyond what is said. For instance, I tried to call a hundred times, but there was never any answer” (means apology for not getting in touch).

c. Using tautologies

By using tautology (patent and necessary truth), S encourages H to look for an informative interpretation of non-informative utterance. For example, “If I won’t give it, I won’t” (means I mean it).

2.2.2.3 Violation of quality maxim (breaking the maxim of quality/be sincere), it is stressed by some strategies below:

a. Using contradiction

By stating two things that contradict each other, S makes it appear that he can not be telling the truth, so he encourages H to look for an interpretation that reconciles the two contradictories. For instance, when drunken person says on the phone, "Well, Jim is here and he is not here"

b. Being ironic

Irony is usually marked by particle that conveys S true feelings indicate the contrary to the fact. For instance, "He's a real genius" (after he has done ten stupid things).

c. Using metaphors

Usually metaphor is on record, but there is possibility that the connotation of the metaphor is off record. For example," John is a real fish" (He drinks/swims/etc like a fish).

d. Using rhetorical question

By using rhetorical question, S wants to provide him with the indicated information in purpose of leaving the answer hanging in the air. For instance, "How many times do I have to tell you" (means many times).

2.2.2.4 Being vague or ambiguous

S may be going off record by being vague that make his communication ill-defined. Furthermore, Brown and Levinson have described the off record usages of such violation of manner maxim violation in off record strategy, such as:

2.2.2.5 Being ambiguous

Ambiguity includes the literal meaning of the utterance and its possible implicature. A purposeful ambiguity can be achieved by using metaphor since it does not have exactly clear connotation. For example, “Jean is a hot cheek”.

2.2.2.6 Being vague

S may go off record by being vague about the object of the FTA. For instance, “Perhaps someone did something naughty”.

2.2.2.7 Over generalizing

When S makes generalization of what is said has the choice of deciding whether the general rule is fit or not to him. For instance, “Mature people sometimes help do the dishes”.

2.2.2.8 Displacing H

S may pretend to address the FTA to someone would not threaten and hope the real target will realize it. For example, “Oh God, I forget that I have run out of cash”.

2.2.2.9 Being incomplete, using ellipsis

Elliptical utterance is legitimated by various conversational contexts that use a half undone FTA. So S can leave the implicature hanging in the air.

For example, "Oh mom, a headache..." (It means asking for aspirin).

Beside the strategies of above, Brown and Levinson also provide their theory with a framework for determining gradation of politeness (Renkema, 1993).

Furthermore, Levinson describes it in an underlying structure consisting of four position, they are:

- (1) pre-sequences
- (2) go ahead reaction
- (3) action/ request
- (4) consent

For example:

A: Are you doing special tonight? (1)

B: No, not really .Why? (2)

A: Well, I wanted to ask if you would like to go out the cinema with me (3)

B: I'd like to (4)

Pre-sequence is used to find out whether the speaker will get a positive response from the hearer or not. By using pre-sequence, it is possible for the speaker to minimize the threat to word his hearer in order to achieve his final goal.

2.3. Previous studies

In the previous studies, most writers agree that politeness strategies has many types. One of the examples is the study done by Ima Khalimatus Sa'diyah (2010). She explains the result, and she found bald on record strategy is most widely used by Indonesian chatters in IRC.

Second, the study done by Yuli Fitriana with thesis title "Politeness strategies in John Grisham's novel "The Client". She found that there are many politeness strategies applied in this novel. As mentioned above, politeness is a communication strategy that people use to maintain and develop relationships (related goal). There are four politeness strategies, namely bald on record, positive politeness, negative politeness, and off record. In this novel, those four strategies are applied by portrayed characters although not all the strategies are covered.

Third, Nayyarotin Mukarromah (2002), a student of State Islamic University of Malang. Her study focuses on politeness used by male and female broadcasters of Andika Lugas Swara (Andalus) FM Malang. In her study, she found that there are certain words which are commonly used by male and female broadcasters of Andalus FM Malang. She finally concludes that both the male and female broadcasters use positive and negative politeness, which consist of repetition, included both S and H in the activity, offers and promise, exaggeration and intensify interest to H, while negative politeness strategies were used to apologize and in the passive forms.

Fourth, a research conducted by Zena Moayad Najeeb (2012). His study focuses on Politeness In E-mails Of Arab Students In Malaysia. He found the Arab students used direct strategies 50% of the time in both 'hedge performatives' (40%) and 'want statements' (10%). One of the most interesting findings is a new strategy used by the Arabs, which the researcher called 'over politeness strategy'.



CHAPTER III

RESEARCH METHOD

This chapter presents the method that is applied in conducting the present study. It includes the types of design, data source, data, data collection, and data analysis.

3.1 Types of Design

Since this study aims at describing the types of politeness strategies in short message services of English student department to lecture, descriptive-qualitative research design is used for conducting the research. This echoed by Latief (1999: 110) who states that qualitative data is recorded as the way it is in the form of word or pictures.

Initially, the writer determines the lecturers whose SMS in their cellphone are used as the source of the data. After that, the data that contain types of politeness strategies are collected. Then the data are analyzed to find out its FTA (Face Threatening Act) and kinds of politeness strategies.

3.2 Data Source

The data is collected from text messages that contain Face Threatening Act and kinds of politeness strategies sent by advisees to their advisors in English Department. The followings are the description of participants of this study:

The advisors who teach in English department for 1 year or more.

The advisors who received the text messages from their advisees that contain FTA and kind of politeness strategies.

The advisors who saved the text messages that contain FTA and kinds of politeness strategies from the advisees.

3.3 Data

As mentioned before, the data were the utterances in text message containing FTA (Face Threatening Act) and kinds of politeness strategies from advisees to their advisors.

3.4 Data Collection

The process of data collected through in some steps presented as follow:

- The writer finds out the name of advisors taken from the administration office.
- The writer chooses 5 advisors from linguistics and literature that appropriate for data source. The name of advisors are AT (Literature), IP (Linguistics), FMH (Linguistics), IPL (Linguistics), YSM (Linguistics).
- The writer made an appointment to the advisors through phone call or text messages.
- The writer meet the advisors in their room

- The writer explained the purpose to the advisors.
- The writer asked the advisors to show the text messages from his/her advisees.
- The writer asked advisors to forward the text messages chosen randomly to the writer's cell phone.
- The writer is transcribing the text message.

3.5 Data Analysis

The data analysis of the study is conducted in three major steps, which are, grouping and coding, data display, and conclusions drawing.

3.5.1 Grouping and Coding

This step can be divided into two phases.

- a. Grouping the advisee's text message from advisors data based on the source data.
- b. Giving codes to the data according to the text message from advisors. The coding process is as follows, naming: Message 1, Message 2.

3.5.2 Data Display

The data display contains the discussion of the findings. The steps are:

Identifying and discussing of FTA and the types of politeness strategies in advisee's text message to advisors. Part of sentences from the text message that have been transcribed containing FTA and types of politeness strategies are typed in bold.

3.5.3 Conclusions drawing

In the last step, the discussion is summarized in order to make conclusion of the study. First, the FTA and the types of politeness strategies found in text messages from advisees in English department to advisors are summarized. Finally a conclusion of the probable reason or background that advisees in English department using these FTA and types of politeness strategies.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents data description of the research based on findings which refer to problems of the study, analysis and discussion related to the data description and analysis.

4.1 Findings

This chapter presents the data analysis which was discussed based on the theory of politeness. The data were taken from text message of advisors. From this part, there are eight data to analyze. These data were selected based on sentences which contain kinds of FTAs and kinds of politeness strategies in text messages from advisees to advisors.

4.1.1 FTAs in Advisee's Messages

There are four FTAs found in advisee's sent messages, each of which is presented below.

4.1.1.1 Requesting

Message 1

“Assalamualaikum. Bu AT ini ZYD, apakah besok hari rabu saya bisa bimbingan bu? Terimakasih”

In this text message above the advisee request is threatening advisor is requesting. Here the advisee indicates that he/she wants the advisors to do, or

refrain from doing act. We can see in the sentence **“apakah besok hari rabu saya bisa bimbingan bu?”**. So, this sentence show, the advisee is requesting advisor time to consult. For DPR (Distance, Power, Rating of Imposition) this message is D (Distance) variable. This would be used where ZYD as speaker and AT as hearer were distant, we can look in the sentence **“Bu AT ini ZYD”**, this is proving that between AT as advisors and ZYD as advisees did not close.

Politeness strategies : Negative politeness-give deference

In this text message the advisee uses negative politeness-give deference (strategy: 5). Here advisees in text message use greeting **“Assalamualaikum”**, and then the advisees says **“terima kasih”**. The advisees also mention the name of advisors such as **“Bu AT”** and name of her/himself such as **“ZYD”**, because the advisees feel younger than his/her advisors, in Indonesian mention name of older people always using *Bu* or *Pak* before the name. So the advisee has to be humble and give deference to her advisors.

Message 2

“Selamat pagi, Bu. Saya HN. Bu AT hari ini ke kampus pukul berapa? Saya mau ttd jilidtan skripsi. Terima kasih”.

In this text message the advisee request is threatening advisor is ordering and requesting. Here the advisee indicates that he/she wants his/her advisors to sign advisee's thesis. In other words, the advisee asks the advisor to do something.

We can see it in the sentence **“Saya mau tanda tangan jilidtan skripsi”**, although the advisee should write down **“saya mau meminta tanda tangan jilidtan skripsi”**, actually, the advisor know what the advisee wants. This

message is P (Power) variable, because the advisees feel humble when request something to the advisors, firstly, he/she uses greeting word **“Selamat pagi, Bu”** and secondly, asking schedule before to express his/her purpose. The advisee’s purpose can see in the sentence **“Saya mau ttd jilidtan skripsi”**.

Politeness strategies : Negative politeness-give deference

In this text message the advisee use negative politeness-give deference (strategy: 5). Here the advisee use greeting by saying **“Selamat pagi”**. And then the advisees mention the name of the advisor, and the advisee gives deference by mentioning honorifics **“Bu AT”**. So in this text message the advisee is being humble to advisor because his/her advisors older than him/her (advisee). Next the advisee also wrote **“terimakasih”** for soften the FTA.

Message 3

“Salam. Maaf bu YSM sekedar menginformasikan saja bu, kebetulan dosen pembimbing saya Bu ES bu dan tadi saya sudah memfixkan jadwal dengan beliau untuk semhas saya hari jumat tanggal 20 Desember pukul 13.00 di FIB 2.8. Mohon bimbingannya Bu YSM. Terimakasih”.

In this text message, the advisee request is threatening advisor is requesting. Here the advisee indicates to ask advisor for help her/his (advisee), in the sentence **“Mohon bimbingannya Bu YSM”**. And then, the advisee also remind the advisor about seminar schedule, in the sentence **“Maaf bu YSM sekedar menginformasikan saja bu, kebetulan dosen pembimbing saya Bu ES bu dan tadi saya sudah memfixkan jadwal dengan beliau untuk semhas saya hari jumat tanggal 20 Desember pukul 13.00 di FIB 2.8”**. So the advisees use the words **“sekedar menginformasikan”** to remind the advisor about who the advisee’s examiner is. For DPR (Distance, Power, Rate of Imposition) this

message is Power, because the advisee feel humble to the advisor, and we can see the advisee wrote text message to inform the advisor with added greeting and apologize such as **“Salam. Maaf bu YSM sekedar menginformasikan saja bu,”**.

Politeness strategies: Negative Politeness-Hedging

In this text message, the advisee use negative politeness-hedging. The advisee use politeness strategies in the word **“Mohon”**, whereas the advisee coerces the advisor to help his/her seminar. Next the advisee is attaching the word **“Salam”** and **“Terimakasih”**, because the advisee wants to show deference attitude to his/her advisor. And then, the advisee is mentioning the name of advisor like **“Bu YSM”**, this is showing the advisee younger than the advisor and giving deference to advisor.

Message 4

“Sebelumnya maaf bu YSM, kalau semisal via SMS bagaimana apa bisa bu? Saya sekedar menginformasikan mengenai teori yang saya pakai pada point morphological maker bu”.

In these sentences, the advisee request is threatening advisor is requesting. Here the advisee indicates offering something, especially advisee's problem. The advisees offer advisor to inform her/his problem through text message. We can see in the sentence **“kalau semisal via SMS bagaimana apa bisa bu?”**. And then the advisee request to advisor such as in sentence **“bagaimana apa bisa bu?”**. For DPR (Distance, Power, Rate of Imposition) this message is Power, because when the advisee before express the request something to advisor, he/she wrote word apologize in other to polite for his/her advisor such as **“Sebelumnya**

maaf bu YSM, kalau semisal via SMS bagaimana apa bisa bu?. This indicates the advisor more powerful than the advisee.

Politeness strategies: Negative politeness-give deference

In this text message the advisee use negative politeness-give deference.

Here the advisee wrote word of apology before he/she is expressing intend to advisor with sentence such as **“Sebelumnya maaf bu YSM”**. And then the advisee mention name of advisor with **“Bu YSM”**, so the addition of the word **“Bu”** before name in Indonesian means polite act to older person.

4.1.1.2 Suggestions and Offering

Message 5

“Baik bu. Pada point morphological marker teory ibu menyarankan untuk menambah source lain. Karena kebetulan Poedjosudarmo memang menguasai di bidang Javanese morphology dan sudah diakui secara internasional bu. Kalau semisal tetap pada teori beliau bagaimana bu? Terimakasih”.

In this text message, the advisee threaten advisor with two kinds FTA suggestion and offer. For request, the advisee indicates that he/she thinks the advisor ought to accept her/his arguments, such as in the sentence **“Pada point morphological marker teory ibu menyarankan untuk menambah source lain.**

Karena kebetulan Poedjosudarmo memang menguasai di bidang javanese morphology dan sudah diakui secara internasional bu”, so the advisee suggest to advisor that her/his theory is true and the advisor can accept it. For offer, the advisee offers the advisor to accept the advisee’s theory, such as in the sentence **“Kalau semisal tetap pada teori beliau bagaimana bu?”**. For DPR (Distance,

Power, Rate of Imposition) this message is power because despite advisee express his/her theory, the advisee feel humble and give deference, so the advisee wrote the text message with sentence **“Kalau semisal tetap pada teori beliau bagaimana bu? Terimakasih”**. In this the advisee wrote word **“Terimakasih”** in other to more polite.

Politeness strategies: Negative politeness-hedging

In this text message, the advisee use negative politeness-hedging, The advisee use politeness strategies in the sentence **“Kalau semisal tetap pada teori beliau bagaimana bu?”**, whereas the advisee coerce to advisor accept this arguments from the advisee, and then obviously in the sentence **“kalau semisal tetap....”**. Next the advisee also add **“terimakasih”** in the end of the text message for more polite and soften the FTA.

4.1.1.3 Reminding

Message 6

“Selamat malam ibu. Saya sekedar mengingatkan jika besok saya akan melakukan seminar proposal diruang 4.1 pada jam 2 siang. Terimakasih.”

In this text message the advisee threaten to advisor is reminding. Here advisee indicates that advisor should remember to proposal seminar in the sentence **“Saya sekedar mengingatkan jika besok saya akan melakukan seminar proposal diruang 4.1 pada jam 2 siang”**. For DPR (Distance, Power, Rate of Imposition) this message is Power. In this text message, the advisee wrote in the first sentence with greeting before the advisee express the purpose because in order to seen more polite such as **“Selamat malam ibu”**. And then the advisee

express the purpose and feel humble to remind the advisor by writing such as

“Saya sekedar mengingatkan jika besok saya akan melakukan seminar proposal diruang 4.1 pada jam 2 siang”. Next, in the end sentence the advisee wrote word **“Terima kasih”**.

Politeness strategies : Negative politeness-Hedging

In this text message the advisees use negative politeness-hedging. Here the advisee wants advisor to come to his/her proposal seminar. The advisees use politeness strategies in the word **“sekedar”**, whereas the advisee coerce to advisor come to his/her seminar, but the advisee soften the sentence with two addition words **“sekedar”** and **“mengingatkan”**. And then, the advisee wrote greeting such as **“Selamat malam ibu”**, the advisee add word **“ibu”** after saying *selamat malam* because the advisee know that he/she have to give deference to the advisor, and in the end of message the advisee say **“Terimakasih”** for soften the FTA.

4.1.1.4 Reminding and Requesting

Message 7

“Selamat pagi Ibu, saya sudah revisi bab1-3. Apakah saya bisa menyerahkan revisi skripsi saya hari ini? Terima kasih”

In this text message the advisee threaten the advisor with two kind FTAs. For remind, the advisee remember to the advisor that the advisee have been finished chapter 1 until 3 and the advisee wants to advisor for check his/her proposal with sentence **“saya sudah revisi bab1-3”**. For request, here the advisee ask to accept his/her proposal to advisor for checking, by saying **“Apakah saya bisa menyerahkan revisi skripsi saya hari ini?”**. For DPR (Distance, Power,

Rate of Imposition) this message is Power variable because the advisee feel humble and give deference to advisor when he/she want to give the proposal. So the advisee wrote greeting before express the purpose such as **“Selamat pagi Ibu, saya sudah revisi bab1-3”**, and wrote word thank you in the end of the sentence like, **“Apakah saya bisa menyerahkan revisi skripsi saya hari ini? Terima kasih”**. This purpose to more polite from advisees to their advisors.

Politeness strategies : positive politeness-offer

In this text message the advisee use positive politeness-offer (strategy 10). Here the advisee offer to advisor to accept advisee proposal and the advisee soften this sentence with **“Apakah saya bisa menyerahkan revisi skripsi saya hari ini?”**. Next, the advisee wrote greeting such as **“Selamat pagi Ibu”**, the advisee add word **“ibu”** after say *selamat malam* because the advisee know that he/she have to give deference to the advisor, and the advisee wrote **“Terimakasih”**, so that looks more polite when the advisee wrote the message to their advisor.

Message 8

“Assalamualaikum Bu IP, saya AN. Nanti saya bisa minta waktunya untuk konsul jam berapa ya bu? Dan jangan lupa ya bu nanti berkas skripsi saya di bawa. Terima kasih.”

In this case, the text message has two negative faces. For request, the advisee threaten the advisor's face with requesting, when the advisee can consultation with the advisor, in sentence **“Nanti saya bisa minta waktunya untuk konsul jam berapa ya bu?”**. For remind, the advisee threaten the advisor's face in the text message by reminding. Here the advisee remind to advisor for bring the thesis file, in sentence **“jangan lupa ya bu nanti berkas**

skripsi saya di bawa”. “jangan lupa ya bu..” this sentence more clearly marked that the advisees remind to advisor. For DPR (Distance, Power, Rate of Imposition) this message is rate of imposition, because the rate of imposition is lower in the text message, so it is impolite and language appropriate to a low seriousness is employed there, in this sentence “jangan lupa ya bu nanti berkas skripsi saya di bawa”. The advisee wrote greeting and thank you in first and the end the sentences such as “Assalamualaikum Bu IP, saya AN. Nanti saya bisa minta waktunya untuk konsul jam berapa ya bu? Dan jangan lupa ya bu nanti berkas skripsi saya di bawa. Terima kasih.” in order to more polite and to a low seriousness is employed there.

Politeness strategies : negative politeness-give deference

In this text message the advisee uses negative politeness-give deference.

Here the advisee mentions honorifics in the first sentence after greeting such as “Bu” followed by the name of the advisors “IP”, become “Bu IP”, because the advisee feel humble and younger than the advisor. And the advisee wrote word “terima kasih” for appreciate cause the advisor will bring thesis file his/her advisee. Next the advisee also add greeting in the first sentence such as “Assalamualaikum”, because the advisee have to give deference attached to.

4.3 Discussion

After obtaining the data and analyzing them based on the objectives of the study, the next part is the discussion of the findings related to two research

problems. The two points that need to be explained here are FTA's and Politeness Strategies. In the case of communication, maintaining other's face is needed in order to make the communication runs well and smoothly. One way to maintain other's face is by applying politeness. Politeness is a communication strategy that people use to maintain and develop relationships (related goal) and a technical term in language study to signify the strategies we use to achieve our goals without threatening the self-respect of others. In comparison with the previous study done by Yuli Fitriyana (2007), it is found that there are four politeness strategies. The previous study does not have kinds of FTAs.

What are found in that study are four kinds of politeness strategies. The previous study does not have type of FTAs. Next, in comparison with the previous study done by Nayyarotin Mukarromah (2002), a student of State Islamic University of Malang. Her study focuses on politeness used by male and female broadcasters of Andika Lugas Swara (Andalus) FM Malang. In her study, she found that there are certain words which are commonly used by male and female broadcasters of Andalus FM Malang. However, she only research and finds Politeness strategies used by male and female in Andalus FM. And then, in comparison with the previous study done by Zena Moayad Najeeb (2012), which his study focuses on Politeness In E-mails Of Arab Students In Malaysia. He found many positive politeness around 50% and negative politeness around 23,73%, but in this case, he did not found and discuss about FTA. Particularly, in this study the writer discuss and found FTA. Then the writer only found 1 positive politeness strategies and many negative politeness strategies.

Particularly, it means that this study has found some new findings that can explain kind of FTAs in Politeness theory such as any two kind FTAs in one text message. For example the sentences **“Selamat pagi Ibu, saya sudah revisi bab1-**

3. Apakah saya bisa menyerahkan revisi skripsi saya hari ini? Terima

kasih”, has two kinds of FTAs. For reminding, the advisee remember to the advisor that the advisees have been finished chapter 1 until 3 and the advisee wants to advisor for check his/her proposal with sentence **“saya sudah revisi bab1-3”**. For request, here the advisee ask to accept his/her proposal to advisor for check, with sentence **“Apakah saya bisa menyerahkan revisi skripsi saya hari ini?”**. Particularly, the writer does not discuss off record on the data source, because the writer wants to focus on record in text messages from advisee to advisor.

And then, there are many advisees using kind FTAs requesting because advisees commonly asking their advisors about when any time to consultation, asking schedule to come proposal seminar. Second is reminding, because the advisees usually reminds the advisors to check his/her proposal, the advisee remind to advisor for bring the thesis file, and reminding the advisors to come the seminar proposal or result. Next, to politeness strategies the advisees often used “give deference”, because as we know their advisors are older than the advisees, so the advisees usually mention the name their advisors uses honorifics such as **“Bu”** or **“Pak”**, and in order to polite and give deference to their advisors. Second, there are hedging of kind politeness strategies. These the advisees coerce to their advisors accept these arguments from the advisees but with polite sentence such as **“Kalau semisal tetap pada teori beliau bagaimana bu?”**.

The last is offering. In this study the writer only found one offer in text message from advisees to advisors because, the advisees who usually used offer to accept advisee's proposal and the advisees soften this sentence with **"Apakah saya bisa menyerahkan revisi skripsi saya hari ini?"**.

Particularly, there are many advisees using kind of DPRs (Distance, Power, Rate of Imposition) power in the text messages (2, 3, 4, 5, 6, 7) because advisees more young than their advisors and the advisors have more powerful than the advisees, so that, the advisees usually mention the honorifics of the advisors, greeting, and they are usually more polite and giving deference to their advisors. And then, only one kind of DPR distance in message 1. In this case, the message 1 between advisee and advisor did not close, because the advisee still mention and introduce his/her name, in the sentence **"Bu AT ini ZYD"**. The last, in the message 8 is using kind of DPR rate of imposition, because the advisee did not arbitrary when asked advisor about time to consultation and remember the advisor, in the sentences **"Nanti saya bisa minta waktunya untuk konsul jam berapa ya bu?"** and **"Dan jangan lupa ya bu nanti berkas skripsi saya di bawa. Terima kasih."**

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion from the result of the research and the suggestion from the writer.

5.1 Conclusion

After analyzing and discussing the politeness strategies in text messages written by English department student to lecturer. It can be concluded that there are two kinds of FTAs and kinds of politeness strategies applied in this text messages. As mentioned above, politeness is a communication strategy that people use to maintain and develop relationships (related goal). There are two FTAs, namely request and reminding. And then, in text messages, those two politeness strategies are applied by text messages from advisees to advisors, although not all the strategies are covered, namely positive politeness, and negative politeness.

Based on finding of the study, after analyzing the data from text message performed by advisee, the writer founds four FTAs from eight text messages. They are requesting, offering, suggesting and reminding, because usually advisee send text message to advisor for request schedule to meeting discuss about thesis, asking revise their thesis, informing to their advisor about advisee's thesis theory, reminding to their advisor to come on the proposal seminar, suggesting to

convince their theory to advisor to be accepted. And then, the writer founds one positive politeness strategies: offer (message 7) in one text messages. In this case advisee offer to advisor accept advisee's proposal. Next the writer founds two negative politeness strategies: hedging (message 3, 5, 6) and giving deference (message 1, 2, 4, 8) in seven text messages. In this case, the advisees who used negative politeness especially deference usually mention name of the advisors, and mention the honorifics of their advisors after greeting. And then, the writer founds six kinds Power (Message 2, 3, 4, 5, 6, 7), one kind Rate of imposition (Message 8), and one kind Distance (Message 1).

5.2 Suggestion

The results of the study bring some useful suggestion for students and lecturers of Linguistics, future researchers.

1. For Students and Lecturers of Linguistics

This study shows that there are four FTAs performed by advisees: requesting, reminding, suggesting, offering. Those FTAs are softened by one positive politeness strategies: offer and two negative politeness strategies: hedging, and giving deference. The data from the text message performed by advisee, the writer founds four FTAs from eight text messages. They are requesting, offering, suggesting and reminding, because usually advisee send text messages to advisor request schedule to meet to discuss thesis, asking revision of their thesis, informing to their advisor about advisee's thesis theory, reminding to

their advisors to come on the proposal seminar, and suggesting to convince their theory to advisor to be accepted. And then, the writer founds one positive politeness strategies: offer in one text message. In this case, advisee offer advisor to accept advisee's proposal. Next the writer found two negative politeness strategies: hedging and giving deference in seven text messages. Both of them are an interesting topic to investigate, especially within text message from advisee to their advisor. The researcher suggests that such students and lecturers should be encouraged to take this phenomenon into account as one of their focus of linguistic study.

2. For Future Researchers

This thesis can be used as a starting point for other writer on the way how FTA and Politeness Strategies are used in text messages sent from advisee to advisor. And then, the writer finds four kinds of FTAs (reminding, suggestions, offering, and requesting) and three kinds of Politeness strategies (give deference, offer, hedging). Particularly, the writer recommended for the future writers to use this study as an additional reference and as a comparative pragmatics research which conducts FTAs and Politeness strategies and the study which analyzes text message or other form of sentences which contain mitigating devices. The writer also suggests that other studies about politeness should be done to improve the result and the finding of the previous studies and it is better done in other genre.

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1.	02 Oktober 2013	Pengajuan judul skripsi	Pembimbing I	
2.	09 Oktober 2013	Pengajuan BAB I-III	Pembimbing I	
3.	09 Oktober 2013	Revisi BAB I-III	Pembimbing I	
4.	16 Oktober 2013	Revisi BAB I-III	Pembimbing I	
5.	31 Oktober 2013	Pengajuan BAB I-III	Pembimbing II	
6.	04 November 2013	Revisi BAB I-III	Pembimbing I	
7.	04 November 2013	Revisi BAB I-III	Pembimbing II	
8.	25 November 2012	ACC Sempuro	Pembimbing II	

9.	27 November 2013	Seminar Proposal	Pembimbing I	
10.	27 November 2013	Seminar Proposal	Pembimbing II	
11.	04 Desember 2013	Pengajuan BAB IV	Pembimbing I	
12.	06 Desember 2013	Revisi BAB IV	Pembimbing I	
13.	06 Desember 2013	Revisi BAB V	Pembimbing I	
14.	15 Desember 2013	Pengajuan BAB IV-V	Pembimbing II	
15.	20 Desember 2013	Revisi BAB IV-V	Pembimbing II	
16.	10 Januari 2014	ACC Semhas	Pembimbing I	
17.	13 Januari 2014	ACC Semhas	Pembimbing II	
18.	15 Januari 2014	Seminar Hasil	Pembimbing I	
19.	15 Januari 2014	Seminar Hasil	Pembimbing II	
20.	17 Januari 2013	Revisi Seminar Hasil	Pembimbing II	
21.	17 Januari 2014	ACC Ujian Skripsi	Pembimbing I	
22.	17 Januari 2014	ACC Ujian Skripsi	Pembimbing II	
23.	22 Januari 2014	Ujian Skripsi	Pembimbing I	
24.	22 Januari 2014	Ujian Skripsi	Pembimbing II	
25.	27 Januari 2014	Revisi Ujian Skripsi	Pembimbing I	
25.	27 Januari 2014	Revisi Ujian Skripsi	Pembimbing II	

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